



SEN/D Policy

Phoenix Community Primary School

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Due for Review: December 2022

Introduction

This policy is written in line with the requirements of:

- Children and Families Act 2014
- SEN Code of Practice 2015
 - SI 2014 1530 Special Educational Needs and Disability Regulations 2014
 - Part 3 Duties on Schools – Special Educational Needs Co-ordinators
 - Schedule 1 regulation 51– Information to be included in the SEN information report
 - Schedule 2 regulation 53 – Information to be published by a local authority in its local offer
- Equality Act 2010
- Schools Admissions Code, DfE 1 Feb 2012
- SI 2012 1124 The School Information (England) (Amendment) Regulations 2012
- SI 2013 758 The School Information (England) (Amendment) Regulations 2013

This policy should be read in conjunction with the following school policies: Behaviour for Learning, Equality, Home Learning, Safeguarding and Child Protection & Managing Complaints.

This policy was developed in consultation with parents, governors and staff along with explicit feedback from parents (both of children with special educational needs and non-Special Educational Needs) and members of the Parent/Teacher Association. This included seeking their views and recommendations when drawing up the policy. The policy will be reviewed annually.

Definition of SEN

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.'

A child of compulsory school age or a young person has a learning difficulty if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age; or
- Has a disability that prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. *SEN Code of Practice (2015, p 15)*

Definition of Disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is *'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'*. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial' *SEN Code of Practice (2015, p16)*

Types of Special Educational Need for which Provision is Made

At Phoenix Community Primary School, we make provision for children with a wide range of special educational needs irrespective of whether they have an Education, Health and Care Plan. These needs include: speech, language and communication needs (SLCN), Autism, Dyslexia and Dyspraxia. There are other kinds of special educational need which do not occur as frequently and with which, the school is less familiar, but we can access training and advice

via the Local Inclusion Forum Team (LIFT) or from the health professionals identified in section 10, so that these kinds of needs can be met.

The school also currently meets the needs of pupils with an Education, Health and Care plan with the following kinds of special educational needs: Communication and Interaction (C&I), Physical Disability and Sensory Needs (PHY and SENS), Medical Disability, Cognition and Learning (C&L) and Social, Emotional, Mental Health (SEMH) needs. Decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Authority.

The admission arrangements for pupils without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

Identification and Assessment of Pupils with SEN

At Phoenix Community Primary School we monitor the progress of all pupils throughout the year and formally at least three times a year to review their academic attainment and progress. We use a range of assessments with all pupils from year R to year 6 at various points. A summary of these assessments is set out below:

Year Group	Assessment	Frequency	Date
Year R	Foundation Stage DMAS 17 areas	3 x a year	Nov, April, July
Year R	Language Link	1 x a year	Sept/Oct
Year R	Speech Link	1 x a year	Sept/Oct
Year 1 to Year 6	Teacher Assessments in Reading, Writing, Maths, Science and Speaking and Listening	3 x a year	Nov, April, July
Year 1	Phonics Screening Test	1 x a year	June
Year 2	Additional Phonics Screening due to Year 1 missing test-Covid Lockdown Phonics re-test	One-off 1 x a year	November 2021 June
Year 1 to Year 6	AR Star tests	Continuous	Throughout year
Year 2	Statutory End of Key Stage Assessment – Reading, Writing and Maths	1 x a year	May and June
Year 6	SATs – Reading, Grammar, Punctuation and Spelling and Maths and moderated Teacher Assessment levels for writing	1 x a year	May
Year 3 to Year 5	Optional SATs/assessments – Reading, Writing and Maths	1 x a year	May/June
Year R to Year 6	Well-being & involvement assessment (Leuven)	3 x a year	Sept, Jan, June
Year 1 to 6	NFER Reading and Maths Tests	1 x year	Summer Term

We hold regular Pupil Progress Review Meetings throughout the year and where progress is not sufficient, even if a special educational need has not been identified, we put in place extra

support to enable the pupil to catch up. This ranges from interventions in English and mathematics to individual pupil mentoring. Examples of extra support are:

- Ensuring the quality of the teaching and learning experience
- Specific Interventions in small group or as 1:1
- Phonics programmes
- Speech and language programmes as advised by Speech/Language link
- Fine Motor practise/Fizzy programme/sensory circuits
- Social skills/Lego therapy/Play therapy
- Forest school (small group)
- Detailed differentiation in planning for the class so that it is as inclusive as possible and minimises the time children may need to leave the classroom for support.
- Intensive pastoral support such therapeutic play
- Early morning pre-teaching booster intervention

Some pupils may continue to make inadequate progress, despite high quality teaching targeted at addressing their areas of weakness. For these pupils, and in consultation with parents, we will use a range of assessment tools to determine the cause of the learning difficulty. At Phoenix Community Primary School, we are experienced in using a range of assessment tools including: Speech Link, Language Link, Accelerated Reader, other speech assessments, precision teaching, Lucid Rapid and the Boxall Profile.

We also have access to external advisors and specialists via the Local Inclusion Forum Team (LIFT) and Health Services who are able to use a wider range of assessment tools.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a SEN personalised plan/provision map and reviewed regularly, and refined / revised if necessary. At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional and different to what is normally available.

If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs. When any change in identification of SEN is changed, parents will be notified.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

Provision for Pupils With SEN

How the school evaluates the effectiveness of its provision for such pupils

Each review of the SEN support plan/provision map will be informed by the views of the pupil, parents and class/subject teachers and the assessment information from teachers, which will show whether adequate progress is being made.

The SEN Code of Practice (2015, 6.17) describes inadequate progress thus:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between rate of progress
- Widens the attainment gap

For pupils with or without an Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision. The collation of all annual review evaluations of effectiveness will be reported to the governing body.

Assessing and reviewing the progress of pupils with special educational needs

Every pupil in the school has their progress tracked 3 times per year. In addition to this, pupils with special educational needs may have more frequent assessments of reading age, spelling age etc. The assessments we use at Phoenix Community Primary School are identified in section 2. Using these assessments it will be possible to see if pupils are increasing their level of skills in key areas.

If these assessments do not show adequate progress is being made the SEN support plan will be reviewed and adjusted.

Teaching Pupils with Special Educational Needs

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered *SEN Code of Practice (2015, 6.37)*

At Phoenix Community Primary School the quality of teaching is judged to be good (Ofsted December 2016)

We follow the Mainstream Core Standards (<https://www.kelsi.org.uk/special-education-needs/special-educational-needs/the-mainstream-core-standards>) advice developed by Kent County Council to ensure that our teaching conforms to best practice.

In meeting the Mainstream Core Standards the school employs some additional teaching approaches, as advised by internal and external assessments e.g. one to one tutoring/precision teaching, small group teaching, use of ICT software learning packages etc. These are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding' or the school may use the flexibility of its staffing structure.

Curriculum and Learning Environment for Pupils with SEN

At Phoenix Community Primary School we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care Plans.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review the Governors have recently made the following improvements as part of the school's accessibility planning:

Physical improvements made over the last few years:

- The Foundation Stage outdoor environment has been developed
- The school playground areas have been developed
- The nature area has been developed to incorporate a Forest School
- A care/treatment suite is in place with hoist/mechanical bed
- Disabled toilets are in place
- Wheelchair access to all areas
- A designated music block
- MUGA (Multi Use Games Arena)
- Central space for Sensory Circuits to take place
- Dedicated room for pastoral support
- An Inclusion hub that includes shared office for SENCO & FLO, meeting space for parents and professionals and accessible for pupils coming from the playground
- During 2021/22 building works are scheduled with all pupils now being taught in temporary classrooms with accessible ramps
- During building works and additional temporary building has been installed to replace some of the intervention spaces in the main building

Increasing access for SEN and disabled pupils to the curriculum made over the last few years:

- The use of coloured backgrounds on interactive whiteboards to support greater visual clarity for those who have a specific need and then adopted as an inclusive system to support all pupils.
- Providing bespoke resources for individual pupils with identified needs to enable them to access the curriculum e.g. individual coloured overlays, angled desktops, individual writing supports, wobble seat, weighted cushions etc.
- Providing staff with training on dyslexia, ASD, emotion coaching, Downs Syndrome, etc. to support teaching and learning.
- Providing staff training on Makaton, Cued Articulation, Video Interaction Guidance and ongoing training from speech and language therapist to improve communication and interaction for those with speech and language needs.
- Directing staff to appropriate online virtual training
- Specific ICT based programmes are purchased on a yearly basis to develop speech and language e.g. Speech Link and Language Link.
- Providing staff training on the use of different ICT programmes including SeeSaw
- Acting on specialist advice and recommendations from a range of specialists including educational psychologists, physiotherapists, occupational therapists, specialist teachers etc. to support teaching and learning and access to wider opportunities.
- The use of visual supports – symbols and pictures to support learning, transition and social communication and interaction.
- The use of verbal social stories.
- Access to Social, Mental and Emotional Health Interventions such as Talking and Drawing and Lego Therapy
- The provision of additional adult support to enable improved delivery of information.

- Commissioning specialist professionals such as a therapeutic play worker, pastoral support worker, Bushcraft teacher and, a private Speech and Language Therapist for children in year R & Year 1.
- To develop paired interventions for staff professional development to widen the specialist intervention skills amongst staff

Priorities for the next four years:

- To continue to develop access to the curriculum both in teaching and learning and also the wider curriculum through proactively planning to meet the known needs of identified pupils within school and to continue to build capacity for wider needs.
- Regular auditing of staff training needs.
- Provision of staff training to match identified and projected needs.
- Provision of staff training to support children with Speech, Language and Communication Needs
- Seeking support and advice from specialists to enable pupils to participate in all aspects of the curriculum.
- Accessing specialist support to meet the needs of identified pupils.
- Developing early assessment protocols for in year admissions to school to ensure early identification and support
- To continue to provide information to parents in a variety of formats.
- To create a referenced SEN/D induction programme for teaching staff with links to training, resources and previous presentations

Additional Support Pupils with Special Educational Needs

As part of our budget we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for pupils requiring SEN support. The amount of support required for each pupil to make good progress will be different in each case. We draw on a range of excellent programmes and interventions to support children to reach their potential both academically and, socially and emotionally. The programmes selected form part of a holistic package of support which is underpinned by excellent quality first teaching. We look carefully at what works within school, how the child presents, what research supports the use of specific programmes and we actively encourage parents to support their child to access the programme or practise the relevant skills at home. Set out below is a list of some of the interventions we are able to utilise as appropriate to meet individual needs:

- Read, Write Inc – a phonic programme designed to create fluent readers, confident speakers and willing writers.
- Speech Link programmes to develop articulation of specific sounds delivered one to one or within a small group.
- Language Link programmes to develop expressive and receptive language skills usually delivered in a small group.
- Accelerated Reader - (AR) produces an average of two years' reading age growth in just one academic year while promoting reading for pleasure. AR is a powerful tool for monitoring and managing independent reading practice.

- Doodle Maths - an online programme that is designed to create fluency in maths number skills
- Small group literacy or numeracy intervention or one to one tuition to focus on teaching specific skills led by TAs or CT to provide additional focused support
- Clever Hands Programme – to promote fine motor skill development. Activities are usually undertaken within the class in a small group setting
- One to One reading to a key adult to develop decoding skills and or comprehension skills/to develop an understanding of new vocabulary.
- Supported guided reading sessions specifically to develop higher order thinking and fluency with decoding and reading longer texts.
- Pastoral provision in the form of indoor and outdoor nature activities to enhance the emotional well-being of pupils
- Gross motor skills programmes e.g. Fizzy Programmes designed to develop ball skills, balance and gross motor.
- Lego Therapy
- Specific Social, Emotional and Mental Health Interventions such as Nurture, Talking and Drawing and Counselling
- Forest School
- Therapeutic Play – to support pupils emotional well-being by giving them time to explore their emotions through play
- Bushcraft/forest school small group intervention to support social and emotional needs of pupils
- Pre teaching interventions to introduce new vocabulary to learners, supporting their understanding of new concepts
- Sensory Circuits to support pupils' concentration levels as well as readiness for learning

In very few cases a very high level of resource is required. The funding arrangements require schools to provide up to £6000 per year of resource for pupils with high needs, and above that amount the Local Authority should provide top up to the school in the form of High Needs Funding. At Phoenix, we currently have fourteen children receiving High Needs Funding.

How the school enables pupils with special educational needs to engage in activities of the school (including physical activities) together with children who do not have special educational needs

All clubs, trips and activities offered to pupils at Phoenix Community Primary School are available to pupils with special educational needs either with or without an Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity.

Support that is available for improving the emotional and social development of pupils with special educational needs

At Phoenix Community Primary School, we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through

direct teaching for example Personal, Social, Health and Economic education (PSHE) and indirectly with every conversation adults have with pupils throughout the day.

For some pupils with higher levels of need, we can provide more specialist support e.g. mentor time/pastoral support with a key member of staff, time-out space for pupil to use when upset or agitated or referral to specialist services – CYMPHS etc. We can also provide tactile resources, Nurture groups with specially trained member of staff, Me Time and also FLO input with families to help support at home and within school.

Pupils in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support.

Name and Contact Details of the SEN Co-ordinator

The SENCO at Phoenix Community Primary School is Rachel Leavey, who is a qualified teacher and has been accredited by the National Award for SEN Co-ordination. She has undertaken various training on different aspects of SEN including ASD, Dyslexia, Emotion Coaching, Down Syndrome and Language for Learning. She also holds the following qualification: BA (Hons) in Primary Education.

Rachel Leavey is available on 01233 622510 or senco@phoenix-primary.kent.sch.uk

Expertise and Training of Staff

Some teachers and teaching assistants have had the following awareness training: Epilepsy, Anaphylaxis, Dyslexia, Moving and Handling, Cued Articulation, Downs Syndrome, Safeguarding, Read, Write Inc. ASD, Makaton, Speech and Language, Counselling, Nurture, Boxhall Profile, Lego Therapy, Medical Needs, Sensory Processing Skills, Talking & Drawing and Dyslexia (Level 2).

In addition, key staff have accessed the following training: Speech Link and Language Link training, Language for Learning, Team Teach, ASD and dyslexia awareness training.

Where a training need is identified beyond this we will seek to up-skill ourselves as appropriate. Training can be accessed in various ways, including via the Local Inclusion Forum Team from specialist teachers, EPs and local authority training sessions, health service providers and online. Other training providers we can approach are Wyvern School and Goldwyn School. The cost of training is covered by the notional SEN funding.

Equipment and Facilities to Support Children with SEN

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the notional SEN funding, or seek it by loan. For highly specialist communication equipment the school will seek the advice of the KCC Communication and Assistive Technology team.

Consulting Parents of Children with SEN about their Education

All parents of pupils at Phoenix Community Primary School are invited to discuss the progress of their children on three occasions a year and receive a written report once per year. In addition, we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the

pupil has a special educational need. All such provision will be recorded, tracked and evaluated on a Class Provision Map. This is shared with parents at parents' evenings.

If, following this targeted provision, improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better. From this point onwards the pupil will be identified as having special educational needs because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.

In addition to this, parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

Consulting Young People with SEN about their Education

When a pupil has been identified to have special educational needs because special educational provision is being made for him or her, where appropriate, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

Complaints from Parents of Pupils with SEN

The normal arrangements for the treatment of complaints at Phoenix Community Primary School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class teacher. If parents seek further advice they are invited to meet with the SENCO. If they feel their child's needs are still not being met, they should arrange to see the Deputy Headteacher or Headteacher to resolve the issue before making the complaint formal to the Chair of the governing body.

If the complaint is not resolved after the governing body has considered it, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have an EHCP, where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints that fall within this category cannot be investigated by the school.

Involvement with Other Organisations

The governing body have engaged with the following bodies:

- Free membership of LIFT for access to advice and support from a range of services including specialist teaching and learning service
- Link to Disabled Children's Service for support to families for some pupils with high needs
- Access to local authority's service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupil with requirement for direct therapy or advice
- Ability to make ad hoc requests for advice from School Nursing
- CARE Foundation Trust hub of schools and Ashford SENCO Group

- Membership of professional networks for SENCO e.g. SENCO forum (The Key), NASEN (National Association for Special Educational Needs)

Contact Details of Support Services for Parents

Information Advice and Support Kent (IASK) provides a free and confidential, information, advice and support service, for parents of a disabled child or child with special educational needs and to children and young people up to age 25 who have a special educational need or disability.

Trained staff can provide impartial legally based information and support on educational matters relating to special educational needs and disabilities, including health and social care. The aim is to empower parents, children and young people to fully participate in discussions and make informed choices and decisions. Also to feel confident to express their views and wishes about education and future aspirations.

They can be contacted on:

HELPLINE: 03000 41 3000

Office: 03000 412412

E-mail: iask@kent.gov.uk

www.kent.gov.uk/iask

Supporting Pupils with SEN in Transition

At Phoenix Community Primary School we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible. Wherever possible we will;

- Visit feeder nurseries
- Engage in home visits for Reception starters
- Class teacher hand over meetings
- Staff attend multi-agency meetings prior to admission to primary

Pre-school to primary links are firmly established. The SENCO and/or Early Years class teacher visit the main feeder pre-school settings as a matter of course and visit other local pre-school settings where we are informed that a pupil has identified needs, with parents' permission, to plan and prepare, where needed, individual transition programmes.

We also concentrate on transitions within school for pupils with SEND. This includes class teacher handover meetings, transition mornings with the future class teacher, the use of social stories and, where possible, specialist transition activities/support for In-school transitions.

We also contribute information to a pupils' onward destination by providing information to the next setting. Primary to secondary school links are firmly established with our main secondary schools. All pupils in year 6 attend transition days at their secondary school placement and the year 6 class teachers liaise with staff from those settings and complete a transition form for each pupil. Where a child has identified SEN needs, individual transition programmes are set up as needed. There are also opportunities, arranged by LIFT, for primary school SENCOs to meet with secondary school SENCOs.

Where the Local Authority's Local Offer Is Published.

The local authority's local offer is published on <https://www.kent.gov.uk/education-and-children/special-educational-needs> under local offer and parents without internet access should make an appointment with the SENCO for support to gain the information they require.

Review

This policy will be reviewed every year or at any other time if changes are required to comply with changes in legislation, regulation or National or KCC advice.

Any amendments will require the approval of the Full Governing Body.